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This curriculum guide for Wisconsin's secondary school German programs begins with a section on guiding principles, briefly covering such concepts as the nature of language, the length of language study, language selection, the place of English in the foreign language classroom, the place of grammar, and the prereading phase of second language learning. New scheduling approaches are also presented. The major portion of the guide is devoted to the skill and content tables which chart desired student progress in the areas of German phonology, morphology, syntax, vocabulary, and culture. A 4-year sequence is outlined for levels 1-4, and a 6-year sequence is delineated for grades 7-12. For similar guides for French, Spanish, and Russian, see FL 001 013, FL 001 014, and FL 001 015 respectively. (AF)

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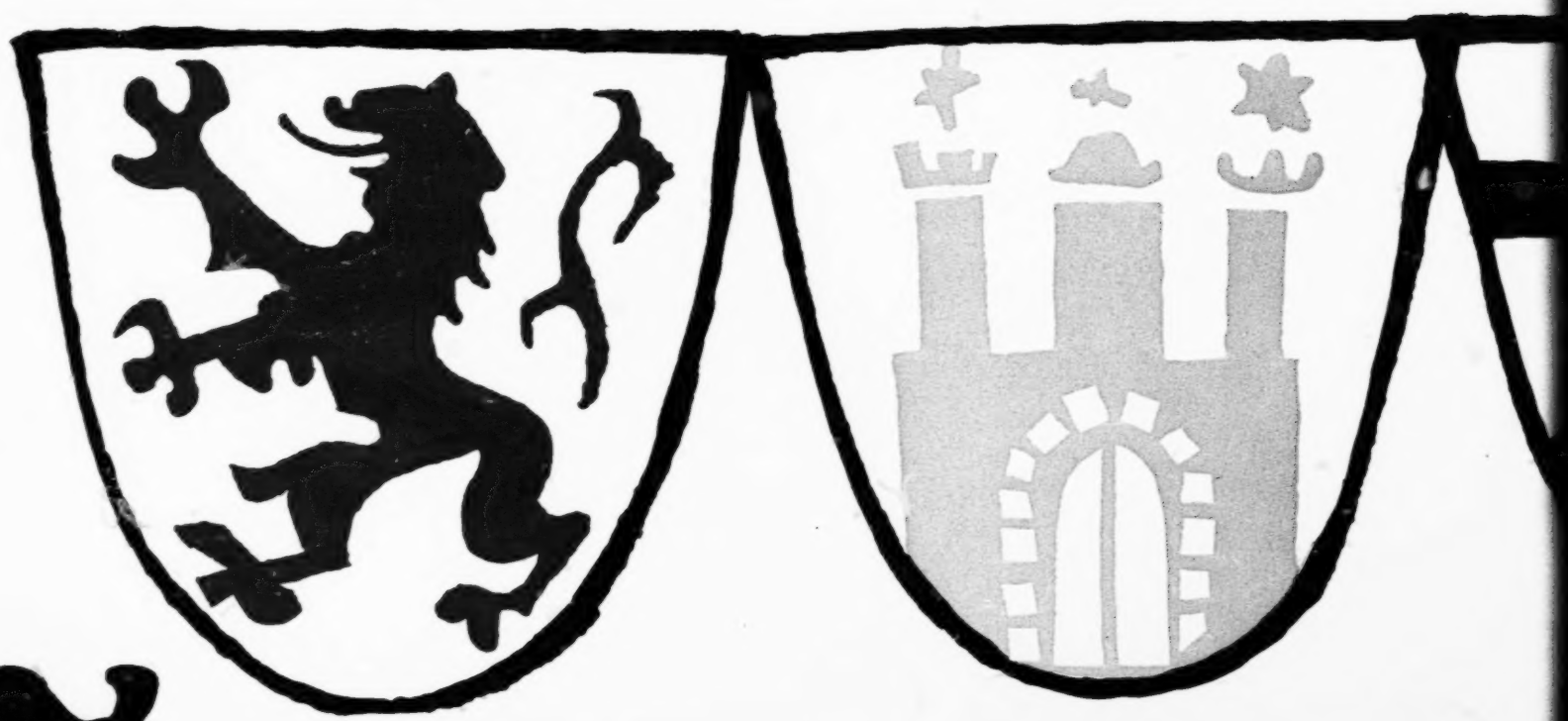

German

CURRICULUM GUIDE

FL 000 643

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
WILLIAM C. KAHL, STATE SUPERINTENDENT

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GERMAN CURRICULUM
GUIDE 7 — 12

Basic Content Objectives for the Junior High School and Senior High School German Program.

William C. Kahl, State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin 53702

FOREWORD

For more than two years the German Curriculum Committee, along with a number of dedicated consultants, has been struggling with the problem of specifying those language skills and related areas of knowledge which are needed for communicating in German. In the course of developing the *German Guide* the committee decided upon the following basic principles:

1. Due to the high mobility of students throughout the state, it is essential that German teachers *at all levels* agree upon the *basic* objectives and content of the German curriculum. Such agreement is essential to the welfare of the student and to the progress of German as a discipline.
   This agreement is also imperative because of the articulation problems created by the increased number of students going on to college and the greatly expanded foreign language enrollments below grade nine.
2. It is not the aim of this *Guide* to prescribe methods of instruction or texts and materials. The quality of a German program must be measured by the extent to which the goals are achieved rather than by the methods and procedures of achieving them.
3. The study of German has a unique contribution to make to a student's understanding of the world, past and present, and to a greater appreciation of his own language. For the student to realize full value from his study of this important world language, he must develop reasonable proficiency in the fundamental language skills which then become the vehicle for acquiring knowledge and understanding of the way of life of German-speaking people.

It is hoped that this publication will prompt all concerned to reexamine the comprehensiveness and soundness of the German program in the local schools with regard to the skills and related areas of knowledge which are presented in the *German Guide.*

To the many educators who have so zealously worked to prepare this publication, the Wisconsin State Department of Public Instruction expresses deep appreciation.

WILLIAM C. KAHL
State Superintendent
of Public Instruction

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Guiding Principles for the Foreign Language Curriculum

A. Reasons for Learning a Foreign Language

1. General education

Foreign language study, classical or modern, has a unique contribution to make to a student's education. Foreign language study:

Contributes to students' understanding of the world, Assists in greater appreciation and knowledge of American English,
Provides for direct experience with a different culture,
Makes students aware of another people's way of thinking,
Gives linguistic assistance to students in the age of travel, whether it be for leisure or business,
Gives insight into problems faced by foreign visitors to the United States,
Facilitates learning another language,
Provides a skill necessary in our modern world, and
Enriches cultural and aesthetic phases of human existence.

2. Vocational

Today's student has many more opportunities than ever before to use a foreign language in such areas as:

Peace Corps,
International trade,
Government service,
Education,
Armed Forces,
Exchange student programs,
Scholarships in a foreign country,
Charitable organizations,
Research,
Services such as hotel clerk, travel agent, etc., and
Travel.

3. National needs

Because of language diversity, direct communication is impossible between a majority of the world's nations. Since no country has demonstrated a willingness to abandon the mother tongue, surely the responsibility for bridging this gap in communications falls equally upon each nation. In the present period of world upheaval Americans cannot, by means of inadequate language programs, convey the impression that all other countries are expected to learn English in order to communicate with the United States.

B. The Nature of Language — Implications for the Curriculum

1. Any language is a form of behavior which embraces all human endeavor. As it develops over the centuries it comes to reflect the cultural patterns of the people who use it as their means of daily communication. Used for the expression and preservation of intellectual activity, it becomes the vehicle for the transmission of organized knowledge. All "natural" languages originate as a system of vocal symbols. In civilized nations written symbols are also employed. Writing is a "shorthand" form of language which only partially represents the more complex sound system. Therefore, it is imperative that listening and speaking should be an integral part of foreign language instruction and should form the basis upon which the skills of reading and writing are built.

C. How Long A Language Should Be Studied

1. With regard to length of study, the first objective should be to establish a minimum of four sequential years in at least one foreign language. In schools not using the traditional schedule, a minimum of 600 total contact hours is suggested. Homework and out-of-class laboratory sessions are not included in this minimum figure.
2. Secondary school students should be encouraged to take a longer sequence in one foreign language instead of dividing their time between two.
3. Where school organization permits and where a nine-twelve program is in effect, the school system should be encouraged to extend the language down to grade seven or below. Every effort should be made to establish a separate track for the students who continue their study of a foreign language beyond grade eight. In no case is it advisable to combine continuing students from grade eight with those who are beginning the study of a language for the first time in grades nine, ten, or eleven.
4. Experience has indicated that the first year of a newly initiated junior high school program should begin in grade seven only. Eighth graders should enter the program only after having completed the seventh grade program.
5. Pupils who have completed several years of study of a foreign language in elementary school should continue to be grouped in the same unit in junior high school, and a separate unit or grouping should be organized for those just beginning foreign language study at this level; to do this, a "multi-track" system for foreign languages will be needed in the junior and senior high schools.
6. Regardless of how early such study is first introduced each language student should be assured that courses

will be available from the point of beginning through to the twelfth grade. In the case of a sequence of more than four years this may require a departure from the practice of holding full-period classes five days per week. For example, elementary pupils may have short daily periods while high school students may attend on alternate days in grades eleven and twelve.

D. New Approaches to Scheduling

1. Modification of the Traditional Schedule

In order to establish a continuous course of study of more than four years, many smaller schools have found it necessary to break with the tradition of offering foreign languages on a full-period or five-day-per-week basis. (Where enrollments permit the full offering of separate daily classes, this partial unit approach should not be encouraged.)

Below is a sample of one scheduling pattern being used currently.

Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Credits
6 (or below)	30 minutes daily, five days per week					
7	½ period	½ period	½ period	½ period	½ period	½
8	½ period	½ period	½ period	½ period	½ period	½
9	Full Period	Full Period	Full Period	Full Period	Full Period	1
10	Full Period	Full Period	Full Period	Full Period	Full Period	1
11	Full Period		Full Period		Full Period	3/5
12		Full Period		Full Period		2/5

The above schedule allows a student to stay with one program until he has achieved considerable mastery of the one language he has chosen. Also, it may permit him to alternate other subjects with advanced foreign language courses in the senior high school. Personal typing, gym class, and music or another foreign language are but a few of the numerous possibilities.

2. Flexible Scheduling

Computer-generated, flexible high school schedules are now being tried in Wisconsin and throughout the country. There are many approaches to flexible scheduling, and it is clearly not possible to discuss each of them within the scope of this bulletin. However, the introduction of such innovations requires basic changes in the way languages are taught. An example of one type of scheduling format is given below to illustrate the type of adaptations which the language staff will be required to make when flexible scheduling is adopted by the local school system:

a. Fifteen modules of time per week are allocated to each language. Each module is 20 minutes in length which is comparable to the traditional provision (i.e., 15 x 20 minutes = 300 minutes; 5 x 60 minutes = 300 minutes).
b. Five of these 20-minute modules are committed to structured classroom activities. (They may be scheduled back to back to provide two 40-minute sessions and one 20-minute session or may be daily 20-minute meetings.)
c. Four of these 20-minute modules are committed to

structured laboratory activities which are supervised by the teacher. (This presumes adequate laboratory facilities and materials.)

d. Two of the 20-minute modules are scheduled back to back to provide one 40-minute large-group meeting each week. (For example, all first-year students are brought together to view a film, to be tested, or to engage in some other activity which is suitable for large-group presentation.)

e. Four of the 20-minute modules are "back scheduled." This means that various self-study activities will take place in these modules. Some students will go to the laboratory which is supervised by a semi-professional language laboratory director. They will engage in remedial drill work according to their special problems which the teacher has identified in the more highly-structured sessions. Other students will go to small-group instructional sessions supervised by regular teachers and intern teachers. Others will do enrichment work in the laboratory or in an instructional materials center where all types of audiovisual devices are available. And finally, there will be still other students who can achieve at a rather high level without making use of the back-scheduled time. They will have these modules available to do other work either in foreign languages or in some other subject area.

All of this implies a much greater dependence upon student self-study. This, in turn, implies the need for self-instructional texts and tapes for the language laboratory. Where schools are moving toward the flexible schedule, language teachers would do well to begin selecting or preparing, well in advance, materials which the student can use by himself or which he can use with only the help of a semi-professional laboratory technician.

E. Who Should Study A Foreign Language

1. Everyone should have the opportunity to study a foreign language at some stage in his educational experience. He should be allowed to continue as long as his abilities and interests warrant.
2. It is better for a student to study one foreign language until he has achieved a high degree of proficiency than to study two or more languages for a shorter period of time. Those students, however, who have demonstrated success in their continuous study of one foreign language should be encouraged to add the study of a second language to their program.
3. Designation of language courses as "college preparatory" is to be discouraged. There are many young people for whom language study can be a profitable and enjoyable experience regardless of their vocational aspirations. Moreover, unlike the college-bound student, the terminal student may never have another opportunity for the unique experience which foreign language study offers.

F. Which Foreign Language Should Be Taught

1. Before introducing new languages or expanding the language program the school is faced with the following considerations:
   a. How many languages, modern or classical, can the school support without eliminating the possibility of offering third and fourth-year courses?
   b. What language or languages do the people of the community and the students in school prefer?
   c. What is the availability of well-trained teachers who might reasonably be expected to stay with the program for a number of years?

   Each of these questions should be considered carefully.
2. In addition to offering one or more of the commonly-taught languages (French, German, Latin, or Spanish) each school district should consider the possibility of introducing another important world language. Items (a) and (c) above will be the limiting factors with regard to the neglected languages.

G. The Basic Objectives of Foreign Language Study

Students who complete at least the recommended four-year sequence of study in foreign languages *should have made considerable progress* in developing: (1) skill in the use of spoken and written language, (2) understanding about the way of life and the cultural heritage of the people who speak the language, and (3) understanding of how languages function along with certain relationships between English and the foreign language. The emphasis upon these objectives will vary according to the age of the students, the number of sequential years available, and whether or not the language is modern or classical.

(Note: Comprehensive objectives for each level of both four-year and six-year sequences of study are given in Section II.)

H. The Place of English in the Foreign Language Classroom

1. If the language objectives listed in Section G are accepted as valid goals, then it must follow that most of the instruction in the foreign language classroom will be conducted in the foreign language. As little English as possible will be used in the beginning courses, and, as a general rule, practically none in the advanced courses. In most Wisconsin communities, the language classroom and the language laboratory are the only places which provide an opportunity for the student to perform *in* the foreign language. Every minute spent in using English is time subtracted from the fulfillment of the ultimate goal of the foreign language program. However, many teachers believe that the use of English for specific purposes during a given class period can make for more efficient learning. The following suggestions are given as guidelines for the use of English in the foreign language class or laboratory:
   a. *giving directions about tests and drills*—A great deal of time can be wasted in trying to convey the mechanics of a drill to the student in the foreign language. In many cases this can be accomplished in a few moments by using English, thereby enabling the student to concentrate his efforts on practicing the language. The English directions can be fol-

lowed immediately by directions in the foreign language.

b. *cues for pattern drills*—English may also be used discriminately as cues for pattern drills.

c. *understanding the meaning of foreign language utterances*—English approximations are often given to convey the general meaning of the words and sentences which the student is learning to say. Usually the student derives meaning passively from the written English but does not engage in active translation from one language to the other. Some teachers believe that English should not be used in this manner, but that meaning should instead be conveyed by visuals, realia, physical objects, dramatizations, and paraphrases in the foreign language.

d. *cultural notes and grammatical summaries*—Some teachers (and texts) include brief explanations of culture or grammar as they are deemed necessary for the student to progress without wrong learning taking place. At the very early levels the student may lack the vocabulary he needs to grasp a concept which is crucial to understanding.

I. The Place of Grammar in Foreign Language Teaching

The objectives listed previously call for the ability to communicate *in* the language rather than the acquisition of knowledge *about* the language. Foreign language teachers who pursue such objectives must attempt, therefore, to provide a maximum amount of meaningful, well-directed, active practice in manipulating the grammar of the target language. It is hoped that such practice will enable the student to develop habitual use of the grammatical forms of the foreign language to the extent that he can use these forms spontaneously to express what he wants to say in new and unexpected situations. While the need for adequate drill is seldom questioned, there is little agreement among teachers regarding the use of grammatical analysis in the learning process. Nor is there any substantial body of research to support the use or non-use of grammatical generalizations. In any case, the grammatical generalizations are thought of as a means to an end rather than as being important in and of themselves. Accordingly, a pupil's progress in the language must be evaluated in accordance with his ability to understand, speak, read, and write it rather than by his ability to talk about its structure in English. A rule of thumb would be, *"teach only that grammar which is necessary; do not assume that everything is."*

1. Presentation of Grammar

If it is accepted that some formal grammatical analysis is needed, then the teacher is faced with the decision of how it should be presented. Some feel that the students should arrive at the grammatical generalization through the process of inductive thinking while others feel that the teacher should supply the grammatical principle in advance. Since there is no proof regarding which approach to grammar is more effective, it is perhaps best simply to present the two approaches and let the teacher decide which is more appropriate in a given situation.

2. Grammar through the Inductive Process

Instead of presenting the student with a rule on a platter, we set up a few carefully chosen illustrations of that rule and we lead him to discover through skillful guidance the relationship of the new element to others previously mastered and to formulate his observations into a law governing those cases. The inductive process has the following advantages: it causes concentration, it sustains interest, it gives to the neurons the stimulation that comes from the satisfaction of having accomplished by one's own efforts a worthwhile and difficult task, it assists the memory, which retains more easily and more permanently any element that has been carefully observed and stayed with.
(From the "Cleveland Plan for the Teaching of Modern Languages.")

3. Grammatical Explanations before Drill

A brief and concise explanation of the grammatical principles about to be drilled may save time and expedite learning. However, the mistake which has so often been made in the past is to suppose that once a grammatical concept was intellectually understood, only a small amount of practice in uttering the right patterns and making the right choices was needed. . . In order to reserve for the learner the greatest possible amount of time for indispensable practice, explanation should be used very judiciously and be limited to not more than five to ten minutes for even the most difficult concepts.
(From the *Spanish Bulletin* of the California State Department of Education.)

J. The Prereading Phase

1. Purposes

It is generally accepted that a language consists of a set of learned habits. These habits have been established in our native language through continuous repetition and reinforcement over a long period. It is not feasible to duplicate this process within the confines of a foreign language program offered in the schools. However, the prereading phase is an attempt to acquire some of the audio-lingual skills developed through the process of acquiring native language habits. The success of this phase depends upon the skill of the teacher in establishing correct habits of pronunciation, rhythm, intonation, and structural change without the interference of the written symbol. The prereading phase enables each pupil to enjoy a large number of opportunities to recite and, by immediate correction, to avoid the possible areas of difficulty which are encouraged by the reading of unfamiliar words before they are assimilated aurally.

2. Duration of the Prereading Phase

Teachers often wonder how much time should be spent on the prereading phase of instruction. An excessively long allotment of time to this phase can be damaging to an audio-lingual program. Some psychologists feel that when the pupil finds he must depend on ear alone, tensions may arise which will prevent him from learning what he has heard. This may cause an aversion to language learning which will be difficult to overcome.

It is known that many pupils develop visual images of what they hear and some may attempt to put them on paper. Pupils should be cautioned against attempting to write anything heard in class during this phase because such activities will only serve as obstacles to be overcome when reading and writing are introduced.

Most pupils are not accustomed to learning by ear alone. Accordingly, material must be covered slowly during this period. The teacher is the best judge of how long the prereading phase should be. It will naturally vary with the class. It may be terminated after the completion of a single unit or after as many as five units.

The element of boredom is a crucial one. If the class shows signs of extreme restlessness or reluctance to undertake yet another lesson based only on listening and speaking, it might be wise to introduce the printed word at that point in spite of possible recommendations to the contrary in the accompanying teacher's manual.

All during the prereading phase, there may have been some informal experiences with the written language through observation of posters, labels, and dates written on the chalkboard or displayed on the bulletin board as well as the incidental exposure to the written language in daily life which creates an awareness of sound-symbol correspondence. Whatever the length of the prereading phase, the teacher must be cautious not to permit the oral skills to deteriorate when the written language is introduced.

(Adapted from *Teaching Spanish on Level One*, The University of the State of New York, Albany, 1966.)

For further reading and for guidance in the area of foreign languages:

Huebner, Theodore, *Why Johnny Should Learn Foreign Languages.* 1961. Chilton Company, Philadelphia, Pennsylvania.

Johnston, Marjorie C., and Keesee, Elizabeth, *Modern Foreign Languages and Your Child.* Bulletin OE-27020, 1964. U. S. Government Printing Offiice, Washington, D. C. 20402. Price: 25¢.

Kettelkamp, Gilbert C., *Vocational Opportunities for Foreign Language Students.* Booklet available from Materials Center, Modern Language Association, 62 Fifth Avenue, New York, New York 10011. Price 75¢.

Lund, Gladys A., and Herslow, Nina Greer, *Foreign Language Entrance and Degree Requirements in U. S. Colleges and Universities, Fall 1966.* Modern Language Association, 62 Fifth Avenue, New York, New York 10011.

Parker, William R., *The National Interest and Foreign Languages.* Third Edition, September 1961. U. S. Government Printing Office, Washington, D. C. 20402. P. 44.

Remer, Ilo, *A Handbook for Guiding Students in Modern Foreign Languages.* Bulletin OE-27018, No. 26, 1963. U. S. Government Printing Office, Washington, D. C. 20402.

This new Handbook is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price: 45¢. Every modern foreign language teacher and every guidance counselor should have a copy.

"Should My Child Study A Foreign Language?". Publications Division of the National Education Association. Additional copies are available at 35 for $1.00 (Stock No. 051-01858). Publications Sales Section, Washington, D.C. 20036.

Voice of the Wisconsin Foreign Language Teacher. Vol. 7, No. 1; Winter, 1967. State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53703. "Foreign Language Requirements for the College-Bound Student."

Also, note the new bulletin, "What About Foreign Languages." This is an illustrated brochure containing reasons why students of all backgrounds and vocational aspirations should be encouraged to elect a foreign language. Available from the Department of Public Instruction at above address.

Explanation of the Skill and Content Tables

A. The Essentials for Communication

In using Section II the "Essentials for Communication" pages are first unfolded from the front to back covers. These fold-out pages have the following functions:

1. They bring into focus the major course objectives;
2. They correspond, item by item, to the "Skills and Content" tables for each year (or level) of language study;
3. This format enables the curriculum planner to see how the course of study for a given year relates to the long-range objectives.

B. The Vertical Columns

In the vertical columns of this section an attempt has been made to identify those sounds, grammatical forms and word order arrangements which the American youngster must master in order to communicate in the German language. Special emphasis has been given to the points of difficulty invariably encountered by the student of German whose native language is English. Points of pronunciation, grammar, and word order which are closely parallel to English are easy to learn and, therefore, are not mentioned.

In the vocabulary section it is clearly not possible to list all available words. That is the province of the lexicographer. However, it is possible to identify categories of vocabulary which must be learned if minimal communication is to take place.

Similarly with culture only areas which the student is likely to encounter and those which are appropriate to his age and maturity can de dealt with.

C. The Horizontal "Skills and Concepts" List

Reading horizontally, one can identify the learning problems which are unique to each skill. Clearly there are some items which are essential for all skills. On the other hand, there are items which have pertinence with only one of the skills. Teaching emphasis must reflect this fact. For example, inverted word order presents minimum difficulty in reading, but is of crucial importance in the active skill of speaking. Other items, such as literary vocabulary and certain subjunctive forms, need only be learned for reading recognition.

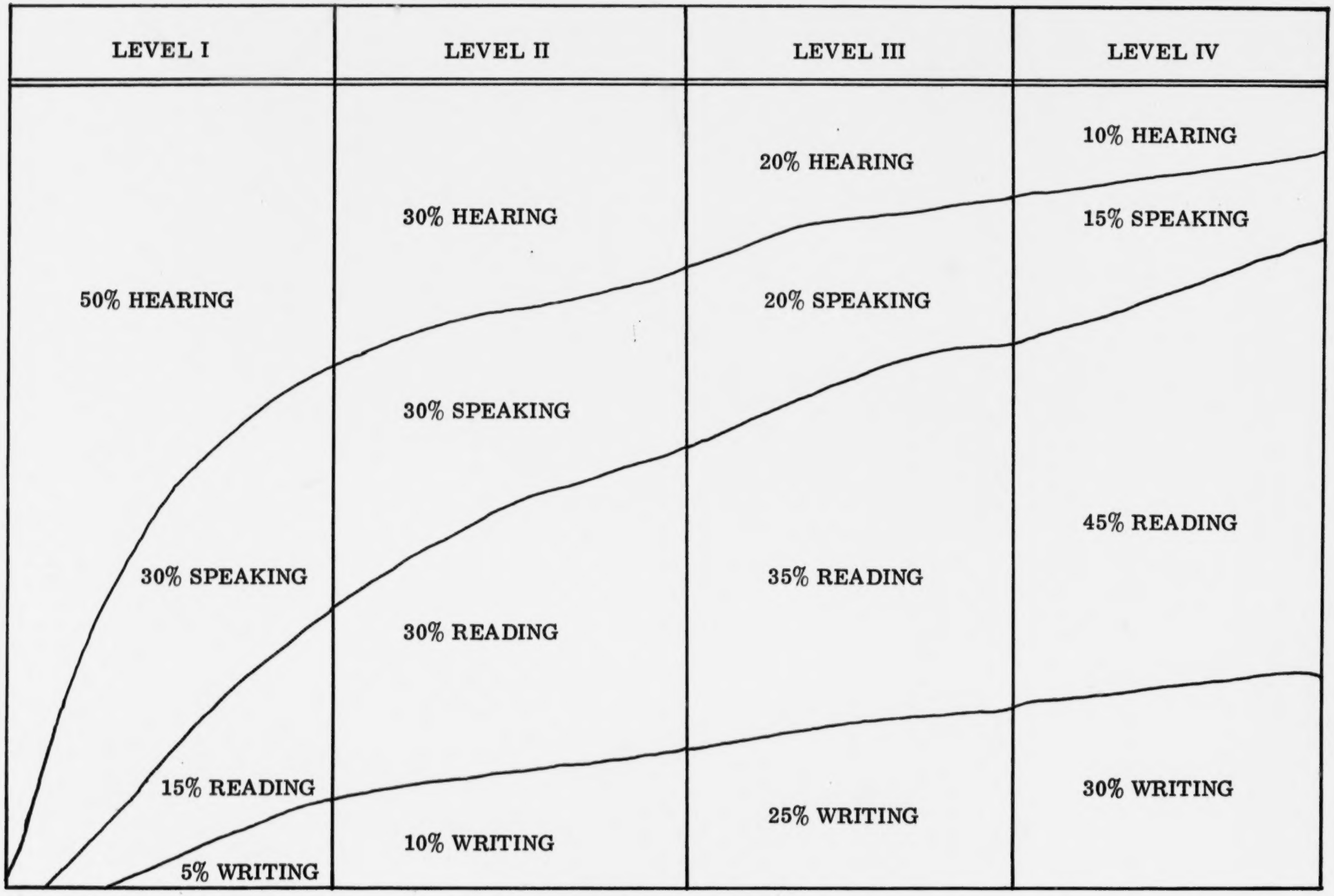
The committee agreed that the mastery of the four skills must be accompanied by a grasp of certain basic generalizations and concepts. These are listed in the bottom row of the table.

It should be noted that two separate sequences of study are listed. The longer sequence presumes six full sequential years of contact with the language. The shorter sequence may consist of four full sequential years or the equivalent number of contact hours distributed over a greater number of years in any one of many patterns of scheduling. (See Section I.C. above.)

D. The asterisks.

The asterisks refer either to notes on the bottom of the page or to notes which appear in the appendix.

D. FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS *



* Naturally, the percentages are only approximations. Classroom activities are far too complex to permit precise measurement of each separate skill.

Four-Year Sequence Level I

Phonology	Morphology	Syntax
short & long vowels pure & umlauted vowels difference between certain consonants in German & English, esp. *l, r, ch* (*ich-ach* sounds) word accent* intonation & rhythm in statements, questions, commands	agreement of subject & verb (esp. important in speaking) def. & indef. art. in nom., acc., dat. pers. pronouns in nom. & acc. predic. adjectives* poss. adject. & *kein* in nom., acc., dat. interrog. & reflex. pronouns present tense of reg. & irreg. verbs & *haben, sein, werden* & *wollen, müssen, können, möchte* imperative of reg. verbs	normal word order & inverted word order after *dann, hier*, etc. word order in questions & commands & statements word order with modals position of reflex. pronouns* some positions of *nicht**
short & long vowels pure & umlauted vowels consonants *l, r, ch* (*ich-ach* sounds), initial *z* word accent intonation & rhythm in statements, questions, commands		
short & long vowels pure & umlauted vowels* diphthongs *au, ai, äu, eu, ei* consonants *ch-chs, ck, dt, j, l, r, s, sch, st, sp, ß, th, v, w, z*, silent *h*; final *b, d, g* off-glide *-er*; final *e* word accent intonation of sentences	nouns with def. & indef. art. in nom., acc., dat. pers. pronouns in nom. & acc. predic. adjectives poss. adject. & *kein* in nom., acc., dat. interrog. & reflex. pronouns present tense of reg. & irreg. verbs & *haben, sein, werden* & *wollen, müssen, können, möchte* imperative of reg. verbs	word order in questions & commands word order with modals
pure & umlauted vowels diphthongs *au, ai, äu, eu, ei* consonants *ch-chs, ck, dt, j, s, sch, st, sp, ß, th, v, w, z*, silent *h*; final *b, d, g, e* off-glide *-er* capitalization of nouns *ich* not capitalized	nouns, with def. & indef. art. in nom., acc., dat. pers. pronouns in nom. & acc. nouns & pronouns in agreement with present tense of reg. & irreg. verbs & *haben, sein, werden* & *wollen, müssen, können, möchte* predic. adjectives possessive adj. & *kein* in nom., acc., dat.; interrog. & reflex. pronouns	normal word order & inverted word order after *dann, hier*, etc. word order in questions & commands word order with modals position of reflex. pronouns some positions of *nicht*
German & English differ in the graphic symbols for some vowels & consonants; both have like symbols for many sounds.* German has some sounds & some graphic symbols completely foreign to English.*	Nouns with def. or indef. art. or poss. adject. agree with verb forms (present tense). Pronouns agree with verb forms. Nouns & pronouns in nom., acc., & dat. have specific forms & functions.* Pronouns represent nouns (animate or inanimate).*	Normal & inverted word order express the some content but may shift emphasis. Word order in questions without interrog. pronouns & in sentences with modals differs from English.

Four-Year Sequence Level I

Vocabulary		Culture
1,000-1,500 words & expressions	In the context of the topics or units: greetings leave taking classroom incl. conversational terms numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas	Introduction to German culture should be an integral part of teaching German but should not take the place of teaching the language. The environment of the classroom, German books, magazines, tapes, films, records, & pictures should stimulate the student's interest in learning about the following cultural items: German names forms of address courtesy patterns social customs German school day & school year regional costumes 24-hour clock German houses some typical foods German holidays especially Christmas & Advent rhymes songs & music
800 words & expressions		
1,500-2,000 words & expressions	Nouns, verbs, adjectives pertaining to these topics as well as: def. & indef. art. in nom., acc., dat. pers. pron. in n. & a. possess. adjec., *kein* interrog. & reflex. pron. *haben, sein, werden, wollen, müssen, können, möchte* function words like *und, oder, aber, hier*	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in German.
800 words & expressions		
In spoken & written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Four-Year Sequence Level II

Phonology	Morphology	Syntax
combinations of sounds *pf, qu, zw* glottal stop* foreign words with *ch, -tion,* initial *c,* initial *ps* rhythm & melody of sentences	pers. pronouns in dat. demonstr. adject. in nom., acc., dat.* prepositions with acc., dat., dat.-acc. adjective & adverb* verbs in past, present, pref. & future tense; incl. all modals separ. & inseparable verbs imperative of irreg. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns) * inverted word order after adverbial & prepos. phrases word order in pres. perf. tense word order in future tense (like modals) word order with separ. verbs
production of all sounds in German words & in words adopted into German rhythm & melody of sentences accent in all types of words		
association of all German sounds with the right graphic symbols cognates ("real" & deceptive)* foreign words developing a pronunciation technique in word attack accent & syllabication rhythm & melody of sentences	pers. pronouns in nom., acc., dat. demonstr. adject. in nom., acc., dat. prepositions with acc., dat., dat.-acc. verbs in past, pres. perf. & future tense; incl. all modals separable verbs imperative of irreg. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns) word order in pres. perf. & future tenses word order with separ. verbs
association of all German graphic symbols with sounds developing a spelling technique capitalization of polite "you" in all forms adjectives denoting nationality not capitalized	pers. pronouns in nom., acc., dat. demonstr. adject. in nom., acc., dat. adjec. & adverb prepositions with acc., dat., dat.-acc. verbs in past, pres. perf. & future tense; incl. all modals separable verbs *da-* & *wo*-compounds	position of direct & indirect objects (nouns & pronouns) inverted word order after adverbial & prepos. phrases word order in pres. perf. & future tenses word order with separ. verbs
German spelling is relatively more phonetic than English. German assimilates words from other languages* & also uses foreign words in their native pronunciation.*	Nouns & pronouns agree with verbs in past, pres. perf. & future tenses. Tense functions often differ in German & English.* Verbs follow two main patterns (strong & weak) with some exceptions.* Prepositions require different cases.	Direct & indirect objects have other positions as nouns than as pronouns. Adverbial & prepositional phrases in initial position affect word order. Word order differs in the different tenses. The position of separable prefixes of verbs needs special attention.*

Four-Year Sequence Level II

Vocabulary		Culture
1,500-2,000 words & expressions above Level I	In the context of the topics or units: daily routine telephoning shopping letters post office restaurant community transportation city (German-American) landscape travel animals holidays fairy tales legends anecdotes	Visual & audio stimuli as well as the topics of vocabulary study should suggest the following cultural items for study at the second level: forms of letters German restaurants places in a German city Germany: landscape in regions 4-5 rivers 10-12 cities highlights of economy, industry, & present political situation holidays, festivals, fairs fairy tales legends anecdotes folklore proverbs music — popular & classical current events
1,000 words & expressions above Level I		
1,500-2,000 words & expressions above Level I	Vocabulary should include: pers. pron. in dat. demonstr. adject. prepositions with dat., acc., dat.-acc. *dürfen, mögen, sollen* separ. verbs some foreign words *da-* & *wo-* compounds some common expletives*	
1,000 words & expressions above Level I		
Words & expressions in German are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, & other factors.		In listening, speaking, reading, & writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

Four-Year Sequence Level III

<table>
<tr><th>Phonology</th><th>Morphology</th><th>Syntax</th></tr>
<tr><td>introduction to difference between standard German & dialects
increased length & speed of utterances</td><td>nouns with art. in all cases
pers. pronouns in all cases
relative pronouns in nom.
all type of adject. in all cases
prepositions with genitive
comparative & superlative
special nouns like Herr*
adject. & verbs as nouns*
es as subject
use of pres. & past partic.*
adjectives from city names
all tenses of verbs in indicative
use of helfen, lassen, etc., with verbs</td><td rowspan="2">position of verbs in all tenses (incl. modals & double infinitives)
word order in clauses with coordinating & subordinating conjunctions & relative pronouns
position of genitive before & after noun
position of adverbial expressions of time, manner & place*
participial constructions*
(in listening only)</td></tr>
<tr><td>perfecting pronunciation with increase in speed of utterance
greater awareness of minute pronunciation differences</td><td>nouns with art. in all cases
pers. pronouns in all cases
all types of adject. in all cases
prep. with all cases
comparative & superlative
special nouns like Herr
adject. & verbs as nouns
es as subject; relative pron. in nom.
present & past participles
all tenses of verbs in indicative
helfen, lassen, etc., with verbs</td></tr>
<tr><td>perfecting reading skill with increase in fluency and expression
introduction to Fraktur</td><td rowspan="2">nouns with art. in all cases
pers. pronouns in all cases
all types of adject. in all cases
prepositions with all cases
comparative & superlative
special nouns like Herr
adject. & verbs as nouns
es as subject; relative pronoun in nom.
use of present & past participles
adject. from city names
all tenses of verbs in indicative
helfen, lessen., etc. with verbs</td><td>position of verbs in all tenses (incl. double infinitives & modals)
word order in clauses with subordinating conjunctions & relative pronouns
participial & extended adjective constructions*</td></tr>
<tr><td>perfecting writing skill with attention to individual needs
adjectives made from city names capitalized</td><td>position of verbs in all tenses (incl. double infinit. & modals)
word order in clauses with coordinating & subordinating conjunctions & relative pronouns
position of genitive before & after noun
position of adverbial expressions of time, manner, & place</td></tr>
<tr><td>Not all German - speaking people pronounce sounds alike. High German is understood by all German-speaking people. Most modern German books are printed in Antiqua old books were printed in Fraktur.</td><td>German has 4 cases; each has a special form & function. Prepositions require specific cases.
Nouns & adjectives may be derived from other words.
Verbs in the indicative have specific forms in the 6 tenses.
The use of the tenses does not always correspond to English.</td><td>Verbs have specific positions in main & subordinate clauses in all tenses. The genitive may stand before or after the noun. Several adverbial expressions in a sentence stand in the order of time-manner-place.</td></tr>
</table>

Four-Year Sequence Level III

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability & willingness to speak & read German. *Grunddeutsch* "Basic (Spoken) German Word List" by J. Alan Pfeffer is suggested as a guide for active vocabulary. A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials & textbooks. A vocabulary suitable for writing letters, outlines, reports, & compositions should be developed. Topical vocabulary should include: current events sickness & doctor education government history biography	Cultural items studied at the third level should include: Germany: government educational system recreation highlights of history Other German speaking countries: Austria Switzerland German influence in America: famous German immigrants Americans of German descent German settlements The cultural study is done mainly in German, with some supplementary reading in English. It takes in: the listening to recordings & viewing of films, filmstrips, & slides; the discussion of what has been heard or read; the reading of graded readers, periodicals, poetry & literary prose; the writing of letters, reports, & compositions. In all of the above a student should be able to identify cultural behavior patterns which are uniquely German.
Spoken & written vocabulary differ in volume & kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, & writing practice.	The German culture must be evaluated objectively & on its own merits. Germans have made many contributions to American culture.

Four-Year Sequence Level IV

Phonology	Morphology	Syntax
poetic variations in the language in phrasing, rhythm, intonation, & in word forms (i.e., contractions, & the dropping & adding of syllables)*	passive voice substitutes for passive* subjunctives I & II conditionals* infinitive with or without *zu* relative pronouns in all cases all forms of negation* all ways of forming noun plurals* indirect discourse (in listening)	*wenn* clauses with subjunct. & omission of *wenn* in such clauses* word order after all relative pronouns
perfecting pronunciation with attention to individual problems		*wenn* clauses with subjunct. & omission of *wenn* in such clauses* word order after all relative pronouns all infinitive constructions
perfecting reading skill with increase in speed	passive voice substitutes for passive subjunctive in all uses conditionals indirect discourse infinitive with or without *zu* relative pronouns all forms of negation all ways of forming noun plurals	word order in indirect questions & quotations omission of *wenn* in conditional clauses word order after all relative pronouns
perfecting writing skill punctuation apostrophe syllabication	passive voice substitutes for passive subjunctives (I & II) conditionals indirect questions & quotations infinitive with or without *zu* relative pronouns all forms of negation all ways of forming noun plurals	word order in indirect questions & quotations *wenn* clauses with subjunct. & omission of *wenn* in such clauses word order after all relative pronouns all infinitive constructions
Poetic forms of the language may differ from every-day spoken & written German. German has a highly consistent punctuation.	The same fact may be expressed from two viewpoints through active & passive voice. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, or desirable. Pronouns may relate clauses to each other. German employs a variety of forms of negation & of plural endings. Discourse may be direct or indirect.	Word order in indirect discourse & conditional clauses follows various patterns.* The infinitive has a specific position in various constructions.

Four-Year Sequence Level IV

Vocabulary	Culture
Amount of active & passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest, & maturity of the students, developing in them a sensitivity to the differences between spoken & written vocabulary and between contemporary & old literary forms, words, & expressions. Consideration may also be given to the grouping of college-bound & terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in German & to read from a wide range of printed material makes it possible to let them gain an appreciation & understanding of German contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, & written about. Books, periodicals, tapes, films, slides, records, & pictures are resource materials directly used by the students. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, & interest of the student.
Spoken & written communication employs a large volume & variety of words & expressions.	A knowledge of culturally acceptable forms & of the German heritage is a part of learning the German language. Works of literature can be appreciated best in the language in which they were written.

Six-year Sequence Grade 7

<table>
<tr><th>Phonology</th><th>Morphology</th><th>Syntax</th></tr>
<tr><td>short & long vowels
pure & umlauted vowels
difference between certain consonants in German & English, esp. l, r, ch (ich-ach sounds)
word accent*
intonation & rhythm in statements, questions, commands</td><td rowspan="2">agreement of subject & verb (esp. important in speaking)
def. & indef. article in nominative & accusative
pers. pronouns in nom.
predic. adjectives*
poss. adj. & kein in nom. & acc.
interrog. pronouns in nom.
present tense of regular & some irreg. verbs & haben & sein
imperative of reg. verbs</td><td rowspan="2">normal word order & inverted word order after dann, hier, morgen, etc.
word order in questions & commands
some positions of nicht*</td></tr>
<tr><td>short & long vowels
pure & umlauted vowels
consonants l, r, ch (ich-ach sounds) initial z
word accent
intonation & rhythm in statements, questions, commands</td></tr>
<tr><td>short & long vowels
pure & umlauted vowels
diphthongs au, ai, äu, eu, ei
consonants ch, -chs, ck, dt, j, l, r, s, sch, st, sp, β, th, v, w, z; silent h; final b, d, g; off-glide -er; final e
word accent
intonation of sentences</td><td>nouns with def. & indef. art. in nom. &acc.
pers. pronouns in nom.
predic. adjectives
poss. adject. & kein in nom. & acc.
interrog. pronouns in nom.
present tense of verbs
imperative of reg. verbs</td><td>word order in questions & commands</td></tr>
<tr><td>pure & umlauted vowels
diphthongs au, ai, aa, ee, ei, ie, oi, oo
consonants ch, -chs, ck, dt, j, s, sch, st, sp, β, th, v, w, z; silent h; final b, d, g, e, off-glide -er
capitalization of nouns
ich not capitalized</td><td>nouns with def. & indef. art. in nom. & acc.
pers. pronouns in nom.
nouns & pronouns in agreement with present tense of reg. & some irreg. verbs & haben & sein
pred. adjectives
poss. adj. & kein in nom. & acc.</td><td>normal word order & inverted word order after dann, hier, morgen, etc.
word order in questions
some positions of nicht</td></tr>
<tr><td>German & English differ in the graphic symbols for some vowels & consonants,* & both have like symbols for many sounds.* German has some sounds & some graphic symbols completely foreign to English.*</td><td>Nouns with def. & indef. art. or poss. adj. agree with verb forms (present tense). Pronouns agree with verb forms.
Nouns in nom. & acc. have specific forms & functions.*
Pronouns represent nouns (animate or inanimate).*</td><td>Normal & inverted word order express the same content but may shift emphasis. Word order in questions without interrog. pronouns differs from English.</td></tr>
</table>

Six-year Sequence Grade 7

Vocabulary		Culture
800-1,000 words & expressions	In the context of the topics or units: greetings leave taking classroom incl. conversational terms numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas	Introduction to German culture should be an integral & natural part of teaching German but should not take the place of teaching the language. The environment of the classroom, German books, magazines, tapes, films, records, & pictures should stimulate the student's interest in learning about the following cultural items: German names forms of address courtesy patterns social customs German school day & school year regional costumes 24-hour clock German houses some typical foods German holidays especially Christmas & Advent rhymes songs & music
800 words & expressions	nouns, verbs, adjectives pertaining to these topics as well as: def. & indef. art. in nom. & acc. pers. pronouns in nom. possess. adject., *kein* interrog. pron. *haben, sein* function words like: *und, oder, aber, hier*	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in German.
500 words & expressions	Emphasis is on oral-aural skills.	
In spoken & written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Six-year Sequence Grade 8

Phonology	Morphology	Syntax
combination of sounds: *pf, qu, zw* glottal stop* foreign words with *ch, -tion,* initial *c,* initial *ps* rhythm & melody of sentences	nouns with def. & indef. art. in nom., acc., dat. poss. & demonstr. adj. in nom., acc., dat.* adject. & adverb* personal pronouns in nom., acc., dat. prepositions with acc., dat., & dat.-acc. present tense of more irreg. verbs & *werden* & modals separ. & insepar. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns)* word order with modals & sep. verbs inverted word order after adverbial & prepositional phrases
production of all sounds in German words & in words adopted into German rhythm & melody of sentences accent in all types of words		
association of all German sounds with the right graphic symbols cognates ("real" & deceptive)* foreign words developing a pronunciation technique in word attack accent & syllabication rhythm & melody of sentences	nouns with def. & indef. art., possessive & demonstr. adj. in nom., acc., dat. pers. pronouns in nom., acc., dat. prepositions with acc., dat., & dat.-acc. present tense of more verbs incl. modals & sep. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns) word order with modals & separ. verbs
association of all German graphic symbols with sounds developing a spelling technique capitalization of polite "you" in all forms adjectives denoting nationality not capitalized	nouns with def. & indef. art., poss. & demonstr. adj. in nom., acc., dat. adject. & adverb pers. pronouns in nom., acc., dat. prepositions with acc., dat., & dat.-acc. agreement of nouns & pronouns with present tense of verbs incl. modals & sep. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns) word order with modals & separ. verbs inverted word order after adverbial prepositional phrases
German spelling is relatively more phonetic than English. German assimilates words from other languages* & also uses foreign words in their native pronunciation.*	Nouns & pronouns in nom., add., dat. have different uses in a sentence. Prepositions require different cases. Verbs in the present tense follow different patterns (reg., irreg., modals, sep. verbs). Adjectives have case endings.	Direct & indirect objects have other positions as nouns than as pronouns. Adverbial & prepos. phrases in initial position affect word order. Infinitives used with modals & separ. prefixes of verbs need special attention.*

Six-year Sequence Grade 8

<table>
<tr><th colspan="2">Vocabulary</th><th>Culture</th></tr>
<tr><td>1,000-1,500
words &
expressions
above grade 7</td><td rowspan="3">In the context of the topics or units:
daily routine
telephoning
shopping
letters
post office
restaurant
community
transportation
city (German-American)
landscape
travel
animals
holidays
fairy tales, legends, anecdotes } graded versions

Vocabulary should include:
def. & indef. art. in dat.
pers. pronouns in acc. & dat.
demonstrative adject.
prepositions with dat., acc., dat.-acc.
werden & modals
separ. verbs
some foreign words
da- & wo- compounds
some common expletives*

Aim should be toward a useful active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.</td><td rowspan="3">Visual & audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level:
forms of letters
German restaurants
places in a German city
Germany:
landscape in regions
4-5 rivers
10-12 cities
holidays, festivals, fairs
fairy tales
legends
anecdotes
folklore
proverbs
music — classical & popular
current events</td></tr>
<tr><td>1,000
words &
expressions
above grade 7</td></tr>
<tr><td>1,000-1,500
words &
expressions
above grade 7</td></tr>
<tr><td>800-1,000
words &
expressions
above grade 7</td><td></td><td></td></tr>
<tr><td colspan="2">Words & expressions in German are sometimes closely related to English but almost always differ in range of meaning. Vocabulary is influenced by historical background, social customs, & other factors.</td><td>In listening, speaking, reading, & writing cultural patterns are obvious & must be observed by a native or non-native speaker of the language.</td></tr>
</table>

Six-year Sequence Grade 9

Phonology	Morphology	Syntax
introduction to difference between standard German & dialects increased length & speed of utterances	nouns with def. & indef. art. in all cases prepositions with genitive possess., limit., descript., attrib. adject. in all cases comparative & superlative special nouns like *Herr*° present perfect & past tense of reg. & irreg. verb, incl. *haben, sein, werden* & modals reflexive verbs	word order in pres. perf. & present & past tenses position of reflex. pron.° position of genitive before & after noun position of adverbial expressions of time, manner, & place°
perfecting pronunciation with increase in speed of utterance greater awareness of minute pronunciation differences		word order in pres. perfect tense position of reflexive pronoun position of genitive position of adverbial expressions of time, manner, & place
perfecting reading skill with increase in fluency & expression introduction to **Fraktur**	nouns with def. & indef. art. & adject. in all cases prepositions with all cases comparative & superlative special nouns like *Herr* present perf. & past tense of reg., irreg., & special verbs	word order in pres. perfect tense position of genitive before & after noun
perfecting writing skill with attention to individual needs	nouns with def. & indef. art. & adject. in all cases prepositions with all cases comparative & superlative special nouns like *Herr* present perf. & past tense of reg., irreg., & special verbs	— word order in pres. perfect tense position of refl. pron. position of genitive position of adverbial expressions of time, manner, & place
Not all German-speaking people pronounce sounds alike. High German is understood by all German-speaking people. Most modern German books are printed in **Antiqua**; old books were printed in **Fraktur**.	German has 4 cases; each has a special form & function. Prepositions require specific cases. Adjectives have case endings. Nouns & pronouns agree with verbs in pres. perf. & past tenses. Tense functions often differ in German & English.° Verbs follow two main patterns (strong & weak) with some exceptions.°	Word order in pres. perf. tense differs from pres. & past. The genitive may stand before or after the noun. Several adverbial expressions in a sentence stand in the order of time - manner - place.

Six-year Sequence Grade 9

Vocabulary		Culture
1,500-2,000 words & expressions above grade 8	For an active up-to-date vocabulary *Grunddeutsch* "Basic (Spoken) German Word List" by J. Alan Pfeffer is suggested as a guide.	Cultural items studied at this level should include: Germany: government educational system recreation highlights of economy, industry, history, & present political situation other German-speaking countries: Austria Switzerland German influence in America: famous German immigrants Americans of German descent German settlements
1,000-1,500 words & expressions above grade 8	Topical vocabulary should include: current events sickness & doctor education vocations government history biography	
1,500-2,000 words & expressions above grade 8	A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials & textbooks. A vocabulary suitable for writing letters, outlines, reports, & compositions should be developed.	The cultural study is done mainly in German, with some supplementary reading in English. It takes in: the listening to recordings & viewing of films, filmstrips, & slides; the discussing of what has been heard or read; the reading of graded readers, periodicals, poetry, & literary prose; the writing of letters, reports, & compositions. In all of the above a student should be able to identify cultural behavior patterns which are uniquely German.
1,000-1,500 words & expressions above grade 8	Vocabulary should include: prepositions with genitive, comparatives & superlatives, reflex. pronouns, & special nouns like *Herr*	
Each skill demands a certain amount & type of vocabulary. Beyond a general useful vocabulary one needs specific words suitable to the discussion of certain topics.		The German culture must be evaluated objectively & on its own merits. Germans have made many contributions to American culture.

Six-year Sequence Grade 10

Phonology	Morphology	Syntax
poetic variations in the language in phrasing, rhythm, intonation, & in word forms (i.e., contractions, dropping & adding of syllables)*	pers. pronouns in all cases relative pron. in all cases verbs in all tenses in the indicative subjunctives (I & II) passive voice (pres., past, p. & p. perf.) *es* as subject infinitive with or without *zu* use of *helfen, lassen,* etc., with verbs adject. & verbs as nouns* adject. from city names use of pres. & past partic.*	position of verbs in all tenses (incl. double infinitives) word order in clauses with coordinating & subordinating conjunctions & relative pronouns (incl. position of separ. prefix & modals) all infinitive constructions participial constructions* (listening only)
perfecting pronunciation with attention to individual problems		
perfecting reading skill with increase in speed	pers. & relat. pron. in all cases all tenses of verbs in indicat. subjunctives (I & II) passive voice; *es* as subj. infinitive with or without *zu* double infinitive construction adject. & verbs as nouns adj. from city names & infinit. use of pres. & past partic.	position of verbs in all tenses word order in clauses with subordinating conjunctions & relative pronouns participial & extended adjective constructions*
perfecting writing skill punctuation apostrophe syllabication adjec. from city names capitalized	pers. & relat. pron. in all cases all tenses of verbs in indicat. subjunctives (I & II) passive voice; *es* as subj. infinitive with or without *zu* double infinit. construction adject. & verbs as nouns adj. from city names & infinit. use of pres. & past partic.	position of verbs in all tenses (incl. double infinit.) word order in clauses with coordinating & subordinating conjunctions & relative pronouns all infinitive constructions
Poetic forms of the language may differ from everyday spoken & written German. German has a highly consistent punctuation.	Verbs stand in different tenses, moods, & voices. The infinit. is used in different constructions.* Nouns & adjectives may be derived from other words. Relative pronouns have 4 cases & relate clauses to each other.	Verbs have specific positions in main & subordinate clauses. The infinitive has a specific position in various constructions.

Six-year Sequence Grade 10

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability & willingness to speak & read German. Conversational topics should be chosen with the consideration of a student's age & interests. They will range from current events to points of discussion from literary readings. The student should be able to read periodicals as well as literary works which are appropriate to his maturity level. His writing vocabulary should be expanded to enable him to express himself correctly for any occasion.	To gain an insight into the extent of German literature a student should be introduced to a variety of literary works which are appropriate to his age & interests. His reading should also include newspapers, magazines, & books on topics interesting to teenagers. He should be exposed to German music of various types & see films & pictures depicting many aspects of German life. He should discuss current events as well as events in German history with an increasing understanding of the German way of life.
Spoken & written vocabulary differ in volume & kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, & writing practice.	Works of literature can be appreciated best in the language in which they were written.

Six-year Sequence Grade 11

Phonology	Morphology	Syntax
Utterances in standard German at various speeds & by a variety of voices should be comprehended. All sound & intonation patterns of German should be produced without hesitation.	subjunctive in all normal spoken uses conditionals* substitutes for passive: active with *sich, lassen,* & infinitive form of *sein* & *zu, man* all forms of negation* all ways of forming noun plurals*	*wenn* clauses with subjunctive & omission of *wenn* in such clauses*
All German graphic symbols should be associated with the sounds they represent.	indirect discourse subjunctive in all uses conditionals substitutes for passive all ways of forming noun plurals	word order in indirect discourse omission of *wenn* in conditional clauses
All graphic symbols should be written for the sounds they represent.	indirect questions & quotations subjunctives in all uses conditionals substitutes for passive all forms of negation all ways of forming noun plurals	word order in indirect questions and quotations *wenn* clauses with subjunctive & omission of *wenn* in such clauses
The relationship of sound symbols & written symbols should be understood.	Discourse may be direct or indirect. Active & passive voice may express the same fact from two viewpoints. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, or desirable. German employs a variety of forms of negation & plural endings.	Word order in indirect discourse & conditional clauses follows various patterns.*

Six-year Sequence Grade 11

Vocabulary	Culture
Amount of active & passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest, & maturity of the students, developing in them a sensitivity to the differences between spoken & written vocabulary & between contemporary & older literary forms, words, & expressions. Consideration may also be given to the grouping of college-bound & terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in German & to read from a wide range of printed material makes possible an appreciation & understanding of German contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, & written about. Books, periodicals, tapes, films, slides, records, & pictures are resource materials directly used by the students. The choice of these materials is up to the teacher, who should take into consideration the age, maturity, ability, & interest of the student.
Spoken & written communication employs a large volume & variety of words & expressions.	A knowledge of culturally acceptable forms & of the German heritage is a part of learning the German language.

Six-year Sequence Grade 12

Phonology	Morphology	Syntax
All utterances in standard German should be comprehended.	All changes of meaning caused by gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other modifications of word forms should be comprehended.	Syntactical arrangements should be comprehended.
The sound & intonation patterns should be produced in a manner acceptable to native speakers.	Gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other grammatical forms should be used correctly to express one's ideas orally.	Word order should be used correctly to express one's ideas orally.
The association of graphic symbol & sound should be made with near-native fluency.	In reading aloud & silently, changes of meaning caused by different grammatical forms should be recognized with near-native proficiency.	In reading aloud & silently, changes of meaning caused by word order should be recognized with near-native proficiency.
The graphic symbol should be written for each sound with near-native proficiency.	Gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other grammatical forms should be used correctly to express one's ideas in writing.	Word order should be used correctly to express one's ideas in writing.
The relationship of sound symbols & written symbols should be fully understood.	The use of gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other modifications of word forms to express meaning orally & writing should be fully understood.	The use of word order to help express meaning orally & in writing should be fully understood.

Six-year Sequence Grade 12

Vocabulary	Culture
A student should be able to understand almost any word in standard German in normal conversational contexts. He should have an active speaking vocabulary appropriate to his age & capacity enabling him to communicate in German with near-native fluency. He should recognize in context a wide range of vocabulary items. If he is planning to continue German in college he should do extensive outside reading to familiarize himself with many literary forms, words, & expressions. A student should have a writing vocabulary which is appropriate to the occasion.	A student should listen with understanding to audio stimuli & detect nuances of meaning relating to any aspect of German culture. He should speak & write in culturally acceptable forms & in his speech & writing reveal some knowledge of the heritage of the people who speak German. He should read a great variety of printed material with an understanding of its place within the German culture. A student planning to continue his studies of German in college should familiarize himself with literature in his field of interest.
To understand, speak, read, & write German one must have command of a large & appropriate vocabulary.	The culture & heritage of the people who speak German is rich & interesting.

APPENDIX

The following notes are intended to clarify the terminology used in the tables. This is not a complete list of patterns and forms. It is assumed that most of the terminology of the *Guide* is familiar to the reader.

Notes on Terminology

Phonology

1. word accent: *Klas'se, Papier'* (foreign origin), *verges'sen* (insepar. prefix)
2. German and English differ in graphic symbols for some vowels and consonants: *ei, ie, s, z.*
3. Both have like symbols for many sounds: *m, n, t.*
4. German has some sounds and some graphic symbols completely foreign to English: *ch, ü,* etc.
5. glottal stop: a quick catch in the voice before syllables beginning with a vowel
6. cognates: "real": *Land, Haus*
   deceptive: *also, bekommen*
7. German assimilates words from other languages: *Student, Demokratie.*
8. German uses foreign words in their native pronunciation: *Parfum, Ballon, Teenager, Boss, Manager, Beefsteak, Hobby,* etc.
9. poetic variations: *er ist's*
   Dämmrung, ewge
   kommet

Morphology

1. predic. adject.: *Das Kind ist klein (freundlich, fleissig).*
2. Nouns and pronouns in nom., acc., dat. have specific forms and functions:
   Das Mädchen gibt dem Kind das Papier.
   Der Lehrer gibt dem Mann den Brief.
   Die Mutter gibt der Freundin die Blume.
   Die Eltern geben den Kindern die Bücher.
   Ich gebe es dem Kind.
   Du gibst sie der Freundin.
   Wir geben ihn dem Mann.
   Ihr gebt sie den Kindern.
3. Nouns in nom. and acc. have specific forms and functions:
   Der Mann findet den Hut.
   Die Tante findet die Tasche.
   Das Tier findet das Loch.
   Die Eltern finden die Kinder.
4. Pronouns represent nouns (animate and inanimate):
   der Lehrer - er, der Tisch - er
   die Mutter - sie, die Kreide - sie.
5. demonstrative adjectives: *dieser, jener, solcher*
6. adjective and adverb: *Das Kind ist fleissig.*
   Das fleissige Kind arbeitet.
   Das Kind arbeitet fleissig.
7. Tense functions often differ in German and English: in German the past tense is commonly used for narration, the present perfect tense for dialogue.
8. Verbs follow two main patterns with exceptions: strong and weak;
   verbs with the exceptions of modals and verbs like *kennen, wissen, sein.*
9. special nouns like *Herr*: a group of nouns which ends in *n* or *ns* in other cases than the nom.
10. adject. and verbs as nouns: *der Faule, das Singen*
11. use of present and past partic.: *das singende Mädchen, sie ging singend durch den Garten, der Reisende, der gelehrte Mann, er sprach sehr gelehrt, der Gelehrte*
12. substitutes for passive: the active verb with "*man*"
    the active verb with "*sich*,"
    lassen and infinitive
    form of *sein* and *zu* and infinitive
13. conditionals: *Hätte ich Geld gehabt, so* (or *dann*) *wäre ich gereist.*
14. negation: *nicht, nie, nirgends, keinesfalls, niemand, keiner, nichts, nicht ohne, nicht unmöglich*
15. noun plurals: *–e*, Umlaut and *–e*, *–er*, Umlaut and *–er, –n, –en*, Umlaut only, *–s*, no ending
16. Infinitive is used in different constructions:
    ich werde kommen, er kann schwimmen, er scheint mich zu kennen, es ist zu verstehen, die Angewohnheit zu lächeln, schwimmen ist gesund, er lässt es fallen, sie muß ihn gehen lassen;
    er tat es, ohne zu fragen;
    er tat es, um mir zu helfen;
    es ist gesund, täglich spazierenzugehen

Syntax

1. position of reflex. pron.:
   Er wäscht sich schnell.
   Wäscht er sich schnell?
   Wasche dich schnell!
   Wann wäscht er sich?
   Willst du dich waschen?
2. position of *nicht*:
   Er kommt heute nicht.
   Er kann heute nicht kommen.
   Nicht Hans, sondern Peter kommt.
   Er ist noch nicht hier.
3. position of dir. and indir. objects (nouns and pronouns):
   Ich gebe dem Mann das Buch.
   Ich gebe ihm das Buch.
   Ich gebe es dem Mann.
   Ich gebe es ihm.
4. position of separ. prefixes needs special attention:
   Er kommt morgen an.
   Er ist gestern angekommen.
   Er soll hier ankommen.
5. participial construction:
   die freundlich lächelnde Frau
   Er ist pfeifend weitergegangen.
6. position of adverbial expressions:
   Er geht heute zur Schule.
   Er geht allein zur Schule.
   Er geht heute allein.
   Er geht heute allein zur Schule.
   (time before place)
7. extended adjective construct.: *Ich habe schön warme Hände.*
8. *wenn* clauses with subjunctive and omission of *wenn*: *Wenn er doch käme! Käme er doch!*
9. Word order in indirect discourse and conditional clauses follows various patterns:
   Er sagte, daß er Deutsch spräche.
   Er sagte, er spräche Deutsch.
   Wenn ich Zeit hätte, würde ich kommen.
   Hatte ich Zeit, so würde ich kommen.

Vocabulary and Culture

The commonly-used expletives are important to the development of a genuine feeling for German. These include words like *doch, denn, ja, halt, eben, aber,* etc.

Er ist **doch** *hier.*
Er ist **ja** *hier.*
Wo ist er **denn**?
Wie heisst du **denn**?
Ich habe **doch** *kein Geld.*
Tue das **ja** *nicht.*
Das ist **halt** *schade.*
Er weiß **aber** *nichts.*

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Essentials for Communication

Skills & Concepts	Phonology	Morphology	Syntax
Listening, The ability:	to hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete utterances	to hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances	to hear the foreign language without being confused by syntactical arrangements
Speaking, The ability:	to produce all the significant sounds and intonation patterns of the foreign language in a manner acceptable to native speakers	to express one's ideas orally using appropriate grammatical forms	to express one's ideas orally using word order which is characteristic of the spoken language
Reading, The ability:	to associate the appropriate graphic symbols with the sounds for which they stand	to draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure	to read directly in the foreign language without being confused by syntactical arrangements
Writing, The ability:	to spell the graphic symbols which stand for the sounds of the language	to express one's ideas in writing using appropriate grammatical forms	to express one's ideas in writing using the appropriate word order of the foreign language
Concept, The ability:	to understand the relationship between sound symbols and written symbols (i.e. "phonemes" versus "graphemes")	to understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning	to understand how the foreign language uses variations in word order to express meaning

Essentials for Communication

Vocabulary	Culture	Ultimate Goals
to hear and understand words in normal conversational contexts	to detect nuances of meaning relating to social position, family relationships, customs, national traditions, literary classics, etc.	to comprehend aurally new arrangements of familiar material when spoken at normal tempo and with normal intonation and rhythm
to acquire an active speaking vocabulary appropriate to the age, maturity level, and capacity of the student and one which is appropriate for communication in the modern world	to use culturally acceptable forms appropriate to the age, social standing, and occupation of the person addressed and to reveal some knowledge of the heritage of those who speak the foreign language	to reorganize familiar vocabulary and grammatical forms and to apply them to new situations using pronunciation and intonation in a manner acceptable to a native speaker
to recognize in context a wide range of vocabulary items with sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions	to be able to read items ranging from newspapers to works of literature. This implies a basic knowledge of the history, literature, current world position, etc., of countries in which the language is spoken.	to read directly without constant recourse to a bilingual vocabulary list
to express one's ideas in writing using vocabulary which is appropriate to the occasion	to use the appropriate style according to the nature of what is being written	to express one's ideas — idiomatically and freely in writing
to understand that the semantic range of foreign words usually differs from that covered by the nearest English equivalents	to evaluate the foreign culture objectively and on its own merits rather than from the standpoint of Anglo-American culture	to apply spontaneously everything one has learned to new situations